Learning Outcomes based Curriculum Framework

Post Graduate - Sanskrit & Sanskrit Sastras

2025

ज्ञान-विज्ञान विमुक्तये

UGC

University Grants Commission

Bahadur Zafar Marg

New Delhi - 110002

आचार्यपरम्परायै समर्पितम्



अथाधिविद्यम्।

आचार्यः पूर्वरूपम्। अन्तेवास्युत्तररूपम्। विद्या सन्धिः। प्रवचनं सन्धानम्।

इत्यधिविद्यम्।

तैत्तिरीयोपनिषद्, शिक्षावल्ली, तृतीयानुवाकः

कृतज्ञताविष्करणम्

संस्कृतभाषायाः तच्छास्त्राणाञ्च अधिगमपरिणाम-आधारितपाठ्यचर्यारूपरेखायाः (LOCF) निर्माणे संलग्नानां विभिन्नानां समितीनां च कृते हार्दिकीं कृतज्ञतां प्रकटयामः।

पारम्परिकसंस्कृतज्ञानपरम्पराणां समकालीनशैक्षणिकमानकैः सह समन्वयने बहुमूल्यविचारं विद्वद्योगदानञ्च दत्तवत्यै तथा निरन्तरप्रयासं कृतवत्यै विश्वविद्यालय-अनुदान-आयोगस्य (UGC) संस्कृतभाषायाः अधिगमपरिणाम-आधारितपाठ्यचर्यारूपरेखासमित्यै, पाठ्यचर्याविकाससमित्यै, समन्वयसमित्यै च विशेषतया कृतज्ञाः स्मः।

विश्वविद्यालय-अनुदान-आयोगेन (UGC) तथा UGC LOCF सञ्चालनसमित्याः अध्यक्षाभिः समये समये पाठ्यचर्यायाः गुणवत्तावर्धनाय एवं तस्याः प्रासंगिकतां च सुनिश्चेतुम् अपेक्षितं मार्गदर्शनं साहाय्यं च विहितं वर्तते। तदर्थं हार्दिकीं कृतज्ञताम् आविष्कुर्मः।

एतस्याः रूपरेखायाः निर्माणे संशोधने च स्ववैदुष्यम् उपयुज्य निर्दुष्टायाः पाठ्यचर्यायाः सम्पादने परामर्शदातृभ्यः पाठ्यचर्यानिर्मातृभ्यः च समेभ्यः विद्वद्भ्यः, शिक्षाविद्भ्यः, समीक्षकेभ्यः च हार्दिकीं कार्तज्ञ्यपरम्परां विनिवेदयामः।

केन्द्रीयसंस्कृतविश्वविद्यालयस्य सहयोगेन अस्याः ***अ.प.पा.रूपरेखायाः*** निर्माणमभवत्।

Acknowledgement

✿

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This ***LOCF*** is prepared with the assistance of ***Central Sanskrit University.***

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संसदः अधिनियमेन स्थापितः
Central Sanskrit University
Established by an Act of Parliament

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Foreword

Sanskrit For Future

It is a matter of immense pride and privilege to present the Learning Outcomes-Based Curriculum Framework (LOCF) for Sanskrit and its Shastras, developed under the aegis of the University Grants Commission (UGC). This initiative marks a landmark in the history of Sanskrit education, providing a structured, learner-centric, and globally aspirational curriculum that aligns harmoniously with the transformative vision of the National Education Policy (NEP) 2020.

Sanskrit is not merely a language; it is a rich source of knowledge and a discipline of many disciplines. It is a gateway to India's vast, time-tested knowledge systems (IKS), embracing philosophy, science, linguistics, mathematics, and artistic expression. This LOCF encapsulates the grandeur of Sanskrit's intellectual traditions while addressing the dynamic demands of contemporary higher education.

The primary objective of this curriculum is to make Sanskrit an aspirational discipline for the youth of today, instilling a deep understanding of its rich intellectual traditions while applying its knowledge to solve contemporary problems. It seeks to empower young learners not only to appreciate their linguistic and cultural heritage but also to utilise Sanskrit's unique perspectives to innovate and contribute to fields such as education, technology, health care, environmental sustainability, legal studies and governance.

This framework has been meticulously designed by a large team of scholars who collectively contributed to nearly 800 courses across 5 streams Majors, Minors, Multi-Disciplinary, Skill Enhancement, and Value-Added to provide flexible academic pathways. It aims to produce graduates who are proficient in classical knowledge, equipped with modern skills and able to act as a bridge between India's rich past and its future aspirations.

Additionally, this framework encourages the importance of Sanskrit as a medium of instruction to achieve Sanskrit teaching in Sanskrit. It promotes for the use of Simple Standard Sanskrit in classrooms, thereby strengthening the linguistic skills and deepening understanding of the discipline. It bridges the timeless wisdom enshrined in Sanskrit texts with the technological innovations of the modern era, fostering employability, critical thinking, interdisciplinary engagement, and research aptitude among learners.

I am grateful to the distinguished members of the UGC-constituted LOCF Committee, the sub-committees across all Sanskrit disciplines, the Co-ordination Committee, and all dedicated scholars and educators who contributed their expertise in crafting this comprehensive framework.

Let this framework inspire a new generation of learners and thinkers, rooted in tradition, equipped for innovation, and prepared to lead responsibly in the ever-evolving world.

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विषयसूची

Curriculum and Credit Framework for One-Year Postgraduate Programmes in Sanskrit and Sanskrit Śāstras

(As per NEP 2020 and UGC Guidelines)

India, as a rapidly growing knowledge-based economy, requires a robust ecosystem of higher education that nurtures both knowledge acquisition and research innovation. The National Education Policy (NEP) 2020 provides a progressive vision for education, emphasizing multidisciplinary learning, outcome-based curricula, and flexible programme structures.

Aligned with this vision, the University Grants Commission (UGC) introduces a reformed one-year Postgraduate (PG) programme framework, especially suitable for learners who have completed a four-year UG degree with Honours or Honours with Research. This framework emphasizes academic depth, research aptitude, career flexibility, and the integration of Bhāratīya Jñāna Paramparā (Indian Knowledge Systems).

The study of Sanskrit and its Śāstric traditions forms the intellectual bedrock of India's civilizational legacy. Aligned with the transformative vision of the **National Education Policy (NEP) 2020**, the **University Grants Commission (UGC)** has formulated a reimagined **Curriculum and Credit Framework** to offer flexible, research-integrated, and outcome-based **One-Year Postgraduate Programmes** in Sanskrit and its allied disciplines.

These programmes aim to rejuvenate India's classical knowledge systems by fostering rigorous scholarship, pedagogical innovation, and interdisciplinary synthesis.

NEP 2020 Recommendations Relevant to PG Education

The NEP 2020 Recommendations relevant to PG Education are as follows:

- One-year PG programmes for learners with 4-year UG (Honours/Research).
- Two-year PG programmes for those completing a 3-year UG degree.
- Integrated 5-year Bachelor's/Master's programmes for seamless academic progression.
- Inclusion of interdisciplinary fields such as AI, health care, law, agriculture, NLP, Manuscriptology, and Comparative Philosophy etc., with traditional disciplines like Sāhitya, Vyākaraṇa, Veda, Jyotiṣa, and Darśana to ensure Interdisciplinary scope.
- Learning outcome descriptors defined under the National Higher Education Qualifications Framework (NHEQF).
- Alignment with National Credit Framework (NCrF) for assessment, creditization, and transfer of learning.
- Integration of Śāstric expertise with modern pedagogical tools

Key Features of the PG Curriculum Framework

The Key Features of the PG Curriculum Framework are as follows:

- ❖ Flexibility to switch PG programs between Major/Minor subjects or entirely new disciplines through competency tests or entrance exams.
- ❖ Entry-exit with credit recognition through Academic Bank of Credits (ABC).
- ❖ Provision for online, ODL, hybrid, and blended learning modes.
- ❖ Creditization of relevant work experience for academic recognition.
- ❖ Opportunities for multidisciplinary and skill-based education.
- ❖ Outcome-Based Curriculum Framework (LOCF) aligned to **NHEQF Level 6.5**
- ❖ Research orientation through Śāstra-Vimarśa, textual criticism, and dissertation.

Eligibility and Admission

- ➢ 4-Year UG (Honours/Honours with Research) in Sanskrit or any Śāstric subject with minimum 160 credits.
- ➢ Based on merit or university entrance test in Sanskrit.
- ➢ Interdisciplinary shift from Philosophy, Linguistics, Indology etc. permitted.

Learning Objectives

Some of the general objectives for Sanskrit curricula at higher education include:

- To foster holistic development by integrating interdisciplinary learning and preparing students to face modern challenges while staying rooted in the cultural heritage of Sanskrit.
- To enhance students' Research Aptitude by incorporating modern Research Methodologies and Research technologies,
- Bridging the gap between traditional Sanskrit studies and contemporary fields such as Artificial Intelligence, Philosophy, Linguistics, History, IKS etc.
- To promote lifelong learning by offering flexible academic pathways, enhancing the skills useful for Research work and Problem-Solving Aptitude.
- To ensure equity and accessibility by offering inclusive, diverse and alternative education models that address socio-economic disparities and cater to learners from varied backgrounds.
- To focus on competency-based learning, which fosters critical thinking, Application of Global Knowledge Resources in His/her learning environment and application of Sanskrit knowledge in real-world situations.

Graduate Attributes and Learning Outcomes

As per NHEQF Level 6.5, graduates will:

- Demonstrate in-depth understanding of Sanskrit and Sanskrit Śāstras.
- Demonstrate advanced understanding and originality in their field.
- Solve complex problems in new and interdisciplinary contexts.
- Exhibit ethical and socially responsible thinking.
- Communicate effectively with both scholarly and general audiences.
- Pursue self-directed lifelong learning and academic/research progression.
- Compare and apply ancient Indian epistemology to contemporary issues.
- Translate, interpret, and edit manuscripts critically.
- Employ Sanskrit computational tools for Śāstra mapping and annotation.
- Contribute to cultural preservation and policy design.

PG Curricular Designs & Credit Distribution

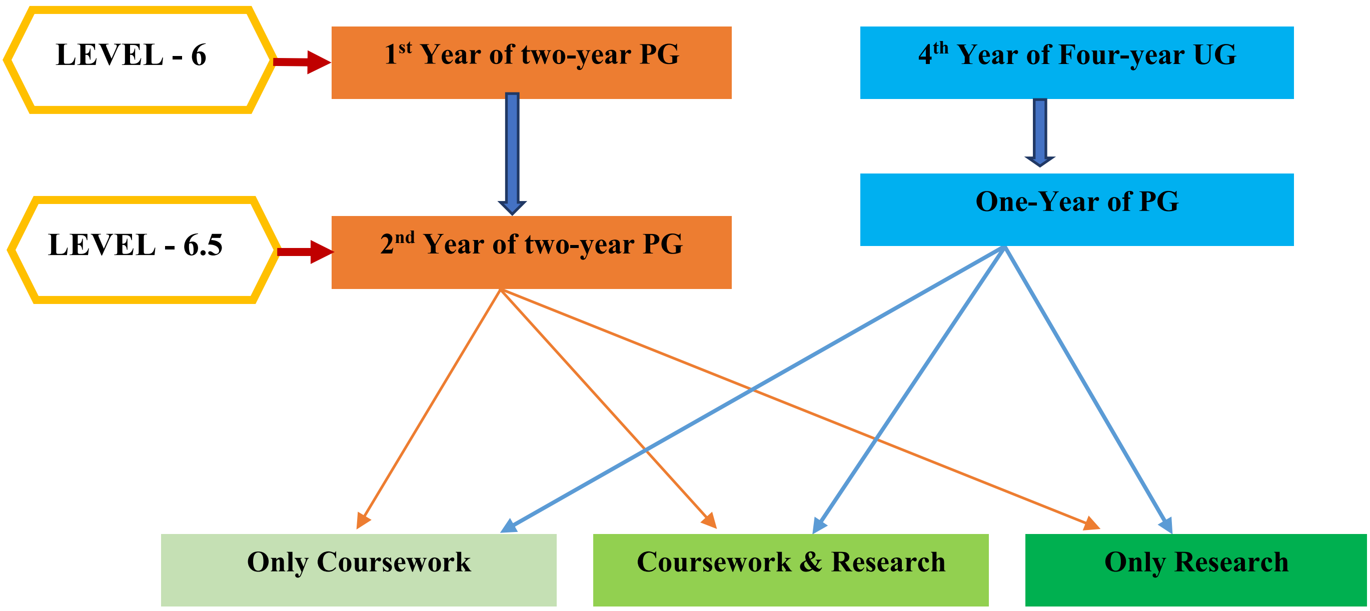
There are three designs:

- **Track A:** Coursework only
- **Track B:** Research only
- **Track C:** Blended coursework + research (20 credits each)

Credit Distribution

Option	Coursework (Credits)	Research (Credits)	Total Credits
A	40	–	40
B	–	40	40
C	20	20	40

One year PG Programme after completion of Four-Year UG Programme (4+1)



Structure 'A'

(Level 6.5): PG Curricular Structure with only course work

Semester	Major	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester-I	Major 1 Major 2 (8 credits)	DSE 1 DSE 2 DSE 3 (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22
Semester-II	Major 3 Major 4 (8 credits)	DSE 4 DSE 5 DSE 6 (12 credits)	Skill-based course/ workshop/ Specialised laboratory/ Internship/ Apprenticeship/ Hands on Learning (2 credits)	Nil	22

Structure 'B'

(Level 6.5): PG Curricular Structure with Course work + Research

Semester	Major	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- I	**Major 1** **Major 2** **(8 credits)**	**DSE 1** **DSE 2** **Or** **GE-3*** **(8 credits)**	Nil	See detailed outcomes below **(6 credits)**	**22**
Semester- II	**Major 3** **Major 4** **(8 credits)**	**DSE 3** **DSE 4** **OR** **GE-4*** **(8 credits)**	Nil	See detailed outcomes below **(6 credits)**	**22**

*For those opting for **'Entrepreneurship'** track, one GE related to Entrepreneurship should be studied in each of the I and II Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: *The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and* ***not a repetition of work done in the 4th Year of the UG programme.*** *It may be an extension though of the work done in the 4th Year of UG programme.*

A. Outcomes expected of Dissertation writing track in the PG Programmes

Semester I

The following **four** outcomes must be achieved by the end of I Semester:

I. Research Problem identification
II. Review of literature
III. Research design formulation
IV. Commencement of experimentation, fieldwork, or similar tasks

Semester II

The following **three** outcomes must be achieved by the end of II Semester:

I. Completion of experimentation/ fieldwork
II. Submission of dissertation
III. Research output in the form of **any one** of the following -
- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher.

B. Expected outcomes of Academic Projects in the PG Programmes (all academic projects should be application-based research and not an exploratory or descriptive research except book translation or projects without research component such as those of Master of Fine Arts)

Semester I

The following **four** outcomes must be achieved by the end of I Semester:

i. Research Problem identification
ii. Review of literature
iii. Research design formulation
iv. Commencement of experimentation, fieldwork, or similar tasks

Semester II

The following three outcomes must be achieved by the end of II Semester:

i. Completion of the experimentation, fieldwork or similar task.
ii. Submission of project report
iii. Research output in the form of **any one** of the following –
- Prototype or product development or patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

Structure 'C'

(Level 6.5): Research

Semester	Major	DSE (related to identified research field)	Research Methods/ Tools/ Writing (2 courses)	One intensive problem-based research	Total Credits
Semester I	**1 Major** (Course related to the area identified for research) **(4 Credits)**	**1 DSE** (Course related or allied to the area identified for research) **(4 Credits)**	(a) **Advanced Research Methodology** of the core discipline + (b) **Tools for Research** **(2x2 = 4 credits)**	Outcomes are listed below the table **(10 credits)**	**22**
Semester II	-	**1 DSE** or a DSE of an allied subject related to the area identified for research. **(4 Credits)**	**Techniques of research writing** **(2 credits)**	**(16 credits)**	**22**

Learning outcomes of Semester I of the PG Course Structure 3 focussed on "Research"

The following **four** outcomes must be achieved by the end of I Semester

1) Research Problem identification
2) Review of literature
3) Research design formulation
4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

Learning outcomes of Semester II of the PG Course Structure 3 focussed on "Research"

The following **three** outcomes must be achieved by the end of II Semester

1) **Phase II** of research - Final phase of experimentation/ fieldwork
2) Dissertation/ project report submission
3) Attain **at least one** of the following outcomes:

a. Developed a prototype or product which meets the **Technology Readiness Level 3/4** (TRL-3 or TRL-4) as defined by CSIR

b. Publication in Scopus indexed journals #

c. Patent

d. Any other scholastic work as recommended by the BRS and approved by the Research Council

e. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

Flexibility Provisions in PG

The following flexibility options are available:

- Dual programme options: Two academic programmes may be pursued simultaneously (e.g., full-time + ODL).
- Credits for field work: Recognition of prior learning and work experience as per NCrF guidelines. Experiential credit for field work in pāṭhaśālās or traditional gurukulas
- Credit mobility via ABC: Interdisciplinary mobility encouraged via ABC and equivalency standards.

Interdisciplinary Access in PG

Students are given Interdisciplinary Access as follows:

- Students can pursue PG in major or minor subjects studied at UG level.
- Entry into new disciplines possible through national/university-level entrance tests.
- Graduates of BA Philosophy, Linguistics, History, AI, IKS streams etc., can enter into PG Sanskrit and Sanskrit Sastras via Sanskrit entrance exam.

Assessment Strategy for PG

The Assessment Strategy includes:

- Emphasis on continuous and formative assessments.
- Assessments aligned with expected course outcomes.
- Inclusion of research ethics and integrity as a learning goal.
- Dissertation viva, śāstra-arthavāda, peer review in traditional paramparā style will be undertaken.
- Manuscript editing, computational annotation, śāstra mapping as evaluative tools.

Assessment Format

(a) Evaluation by Semester-end examination -

1. Answers to Multiple choice questions.
2. Writing answers in one sentence.
3. Short answer questions.
4. Long answer questions.

(b) Continuous Evaluation -

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Participation in the Sastra Sanjeevani programme.
5. Presentation of the topic in the Vagvardhini Parishad.

Note: The Above format may be applicable for all courses.

Research and Employability

The Research and Employability of the PG program are as follows:

- Encouragement for publication, innovation, and dissertation writing.
- Courses designed to enhance employability, entrepreneurial skills, and cultural-linguistic competencies.
- Opportunities in heritage studies, cultural tourism, NLP, content development, traditional knowledge consulting, and policy-making.
- Training in manuscriptology (e.g., Grantha, Śāradā scripts)
- Applications in heritage tourism, digital archives, IKS-based startups, script digitization
- Pedagogical training for gurukula, NEP-aligned Sanskrit schools, or virtual Śāstra-patha platforms.

Future Opportunities

Future Opportunities after the completion of the PG program includes:

- ❖ Gateway to Ph.D./Vidyāvaridhi in traditional and modern disciplines.
- ❖ Teaching positions in universities, Sanskrit institutions, and Gurukulas.
- ❖ Interdisciplinary careers in digital humanities, ethics, philosophy of science, and computational linguistics.
- ❖ National fellowships (e.g., IKS Division, Indira Gandhi National Centre for the Arts, IGNCA)
- ❖ Curriculum design, research consultancy, or translation fellowships.

Academic Standards and Quality

Academic Standards and Quality of the PG program includes:

- ➢ Creditization aligned to NHEQF Level 6.5 (40 credits)
- ➢ Grading per SGPA/CGPA with qualitative letter-grade system.
- ➢ Plagiarism check and integrity protocols mandated.

The Scope of the Programme

This program is applicable to departments of Sanskrit and Śāstric Studies offering one-year PG programmes post four-year undergraduate degrees (Honours/Honours with Research), in disciplines such as **Sāhitya**, **Vyākaraṇa**, **Veda**, **Jyotiṣa**, **Darśana** etc.

This subject-specific one-year postgraduate framework empowers Sanskrit scholars to become cultural custodians, research innovators, and education reformers—rooted in India’s timeless śāstric heritage while responding to the demands of a global, knowledge-based society.